

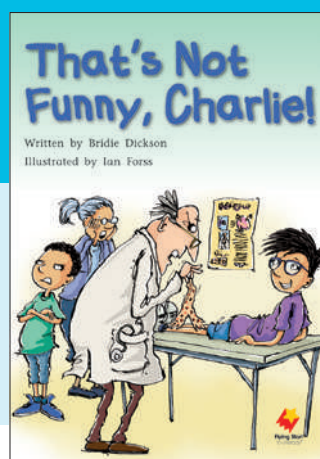
Lesson Plans



Ouch! That Hurts explains what happens when you hurt yourself and what to do for broken bones, cuts, stings and burns.

Running words: 388

**Text type: Explanation/
procedure**



Charlie loves playing pranks. But when Charlie breaks his leg, no one believes him. Has Charlie played one too many pranks?

Running words: 531

Text type: Narrative

Content vocabulary

allergic reaction bandage believe bleeding blister blood bone broken burn clotting cut doctor fool/ed fracture germs hospital hurt/s ice pack lump/s medicine ouch pain painful pranks scar sting sunburn swelling X-ray

Phonics

- Distinguishing between the long and short /o/ sounds
- Identifying the /ou/sound as in *ouch*

Text features

Ouch! That Hurts

- Contents page, headings and sub-headings
- Dot points and fact boxes
- Summary chart organises key content

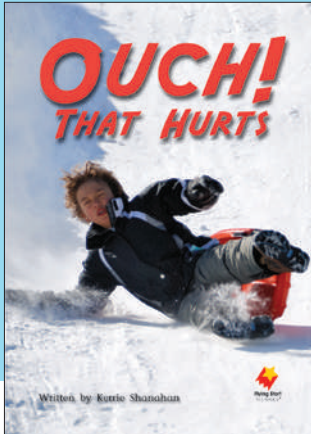
That's Not Funny, Charlie!

- Illustrations support and extend the plot
- Third-person narrative with dialogue

Reading strategies

- Linking fact boxes and text information
- Making connections

ELL support	Key concepts	Curriculum links
• Headings and sub-headings signal content. • Photographs and illustrations support new vocabulary and the story.	• The body heals itself after an injury. • Different injuries have different symptoms. • When you are injured you need help from adults. • Pretending to be hurt is not a good prank.	• Health and Physical Education: The body • Health and Physical Education: Relationships



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Ask: *Has anyone ever broken a bone?* Count the number of students who have and record this as a list. Repeat for burns, stings and cuts. Discuss the results.

★ Give students time to talk in small groups about an injury that they have had. Make a list of the words related to each injury and getting better. Ask: *What happened? What happened next? Did it take long to get better?* Encourage students to talk about the events in the order that they occurred.

Vocabulary building

★ As needed, introduce the vocabulary from the book. Ask pairs of students to fold a piece of paper into four and add the headings “Broken bones”, “Cuts”, “Stings” and “Burns” to each segment. Have the pairs brainstorm and list words related to each injury. Ask students to share their lists.

Introducing the book

Give each student a copy of the book. Say: *This book is called Ouch! That Hurts. It explains what happens when you injure yourself. The four types of injuries it discusses are broken bones, cuts, stings and burns.* Have students browse through the book. Ask: *What are the chapter headings? What will each chapter be about? What headings does each chapter have? What else have you noticed about the book?*

During reading

Ask each student to read the text independently. Monitor students as they read and support them where appropriate. If necessary, ask them to stop reading and remind them to use the reading strategies you are focused on. For example, ask the student to read the fact box before turning the page. Ask: *How is the information in the fact box linked to the information in the text? Why has it been put in a fact box?*

After reading

Talking about the book

Ask students to talk about the book. Encourage discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the photographs and the text.

What should you do if you burn yourself? (Literal)

Why is it important to tell an adult when you are hurt? (Inferential)

What would you do if you thought you had broken your arm? (Synthesising)

Do all adults know what to do when someone is injured? (Critical)

Reviewing reading strategies

Encourage students to identify what they did to help themselves as readers. Say: *When you read the fact box, it gave you more information about the topic. Well done. It's important to read all of the information on a page in factual texts.*

Returning to the book

Provide multiple opportunities for students to read and interact with the book again – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Developing fluency

Have small groups read the book, with each student reading a particular section (Introduction, What to do, Getting help, What happens next?, fact boxes) in each chapter. Remind students to read fluently.

Word work

Phonics

Write the word *ouch*. Ask: *What letters make the /ow/ sound in this word?* Brainstorm a list of words with this sound. Invite students to underline the letters that make the sound in each word.

Exploring words

Refer to page 4 and read the sentence: *Sometimes, your body gets hurt*. Explain that it is a simple sentence with one main idea. Read the sentence: *You can help your body to get better by looking after it*. Explain that this is a complex sentence. It has one main idea plus extra information. Have students work with a partner to identify and read out simple and complex sentences from the book.

Writing

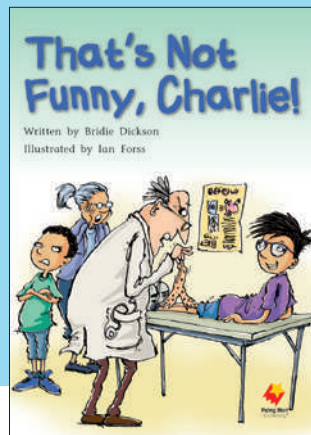
★ Model writing a recount about a time you or someone you know got injured. Include an opening statement that sets the scene of the incident (who, when, where, what). Continue writing about the series of events that happened in the order that they occurred.

Have students write a recount about a time when they injured themselves or when they saw someone else get injured.

Sharing and presenting

Have students use an audio recording device to record themselves reading their recounts. Play the recordings back to the class.

Lesson 2 That's Not Funny, Charlie!



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Ask: *Have you ever played a prank on someone? What did you do? Was it funny?* Provide time for students to share their experiences. Ask: *Is there such a thing as a bad prank?* Discuss students' responses.

★ Explain what a prank is. Say: *When someone does a prank, they make other people believe something that isn't true. The reaction of the person who has been pranked is sometimes very funny and can make others laugh.*

Vocabulary building

★ As needed, introduce the vocabulary from the book. Give clues about several of the key words from the book (e.g. *doctor, X-ray, hospital*). For the word *prank*, you could say: *This means you have made someone believe something that isn't true. It can be funny.*

Introducing the book

Give each student a copy of the book. Say: *That's Not Funny, Charlie! is about a boy called Charlie who loves playing pranks. He fools his family many times by pretending to be hurt. What might happen if he really hurts himself?* Discuss responses. Give students time to read the contents page and browse through the book.

During reading

Ask each student to read the text independently. Monitor students as they read and support them where appropriate. If necessary, ask them to stop reading and remind them to use the reading strategies you are focused on. Say: *What has Charlie already done to make his mother angry? Why does she think Charlie is pretending? Remember, knowing what has already happened to the characters helps you to know what might happen next.*

After reading

Talking about the book

Ask students to talk about the book. Encourage discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the illustrations and the text.

How did Charlie break his leg? What happened when his family realised his leg was badly hurt? (Literal)

Why didn't Charlie's family believe him when he said he had hurt his leg? (Inferential)

Would you play any of the pranks that Charlie played in this book?

Why or why not? (Synthesising)

Would all people get cross at Charlie's pranks? (Critical)

Reviewing reading strategies

Encourage students to identify what they did to help themselves as readers. Say: *I like the way you make connections between what Charlie has done already in the story and why characters are now acting a certain way. Well done. This shows you understand what you are reading.*

Returning to the book

Provide multiple opportunities for students to read and interact with the book again – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Developing fluency

Have students perform a readers' theatre by reading out parts from the book. Encourage them to read dialogue as if they were the character speaking.

Word work

Phonics

Write the words *broken* and *hospital*. Ask: *Which word has the short /o/ sound? Which word has the long /o/ sound?* Draw up a T-chart with the headings "Long /o/" and "Short /o/." Ask: *What words can I list on this chart?*

Exploring words

Refer students to page 7. Ask: *Which words are contractions? How do you know they are contractions?* Draw out that the apostrophe shows that the word is a contraction – two words shortened into one. Students could complete the Blackline master to explore other contractions in the book.

Writing

★ Model writing an opinion piece about Charlie's pranks. For example, say: *I am going to write about my opinion of the pranks Charlie played. I will then write my reasons for having this opinion.* (e.g. In my opinion, Charlie's pranks were not funny. They wasted people's time and they made people worry for no reason. The main reason they weren't funny was because when Charlie really hurt himself no one believed him.)

Ask: *What could Charlie's next prank be? Would it be a funny prank or would things go wrong?* Discuss students' ideas. Have students use these ideas to write a story about Charlie's next prank.

Sharing and presenting

Have students share their stories in small groups.

Talk about the pair

Ask: *What things should you do if you are with someone who gets hurt?* Discuss students' responses. Have small groups of students do a role-play about someone getting injured

and what to do. Students can work further with the books by completing the Activity card provided.

Blackline master

Contractions

Write all the contractions from *That's Not Funny, Charlie!* in the box below.

Draw a line to match the words to the correct contraction.

was not		you've
you are		he's
I will		you're
I am		wasn't
he is		I'm
you have		I'll

have not		can't
I have		don't
did not		haven't
it is		I've
cannot		it's
do not		didn't

Write a sentence with a contraction in it.

Assessment

- Can the student identify contractions and use them appropriately?
- Can the student match words to the correct contraction?

Activity card

Medical memory



1. Cut out the cards below.
2. Join with a partner. Spread out all of your cards, face down.
3. Take turns to turn two cards over. If the cards are a pair (the injury matches the "What to do" points), keep them and have another turn.
4. When all the cards have been matched, count how many pairs you have. The winner is the player with the most pairs.



Broken bone	Cut	Sting	Burn
			
What to do • Keep the broken bone still. • Tell an adult. • Go to the doctor.	What to do • Press on the cut. • Tell an adult. • Clean with water. • Cover with a bandage.	What to do • Tell an adult. • Put ice on the sting.	What to do • Tell an adult. • Run cool water over the burn.

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Developed by Eleanor Curtin Publishing

Text: Kerrie Shanahan
Consultants: Susan Hill and Jenny Feely
Designed by Derek Schneider
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Distributed in Australia & New Zealand by Lioncrest Education
Phone: +61 2 4991 2874 email: info@lioncrest.com.au
www.lioncrest.com.au

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